

## Orientation for Children Policy

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### NQF

QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.2.1	Transitions - Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

### National Regulations

Regs	177	Prescribed enrolment and other documents to be kept by approved provider
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### Aim

To provide children and families with an orientation procedure that allows the family to transition to their child being in care or transition between school and the service.

### Related Policies

Enrolment Policy

Family Law and Access Policy

Parental Interaction and Involvement in the Service Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Relationships with Children Policy

Staffing Arrangements Policy

Unenrolled Children Policy

### Who is affected by this policy?

Child

Parents

Family

Educators

Management

Visitors

Volunteers

## Implementation

We believe orientation is an important process where educators are able to get important information about the new child's needs and those of the family.

We try to have educators that are from our community so the children are familiar with them, and feel comfortable with them.

The Nominated Supervisor will arrange for the new child to attend the service (together with parents/s) to visit and meet the educators, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to the service environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parents will be asked to provide their insights of the child's strengths, interests and abilities. Parents will also be invited to ring and check on their child at any time if there are any concerns.

Part of this orientation visit is also to explain/collect the required documentation for the child (enrolment form, birth certificate, immunisation record and Medicare number etc). Staff will also explain methods of fee payment and communication (newsletters, pockets, communication box etc), what the child will need and the importance of labelling personal items. Families will be provided with easy to read information about how the service operates and what it can provide and also shown the parent library where they can access the service's policies and other resources.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the Nominated Supervisor at a convenient time.

Information on the service's child orientation policy will be available in different languages when required.

### **Transition between educators or from school to outside school hours care**

Change is harder for some children than others; however by making this transition as smooth as possible for children and families, we are helping build the child's success.

## Implementation

So as to minimise any distress that a transition may cause:

- Involve enrolled children in the orientation of new children and their families
- Ensure at least one educator is responsible for transitioning children between the service and school. Develop documented procedures to ensure children at the service arrive safely at school and at the service, including a procedure that addresses enrolled children who have not arrived at the service. Ensure information from families about their child's attendance or non-attendance at the service is communicated to educators responsible for transitioning children between school and the service.
- Share information and insights you have gained about a child with new educators.
- Introduce new educators to children and provide the children with some background information about the educators.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the service more than once if necessary.
- Talk about the transition in a positive way

## Sources

**Education and Care Services National Regulations  
National Quality Standard**

## Review

The policy will be reviewed annually.

Review will be conducted by:

- Management
- Employees
- Families
- Interested Parties.

**Last reviewed: 25<sup>th</sup> March 2025    Date for next review: 25<sup>th</sup> March 2026**

